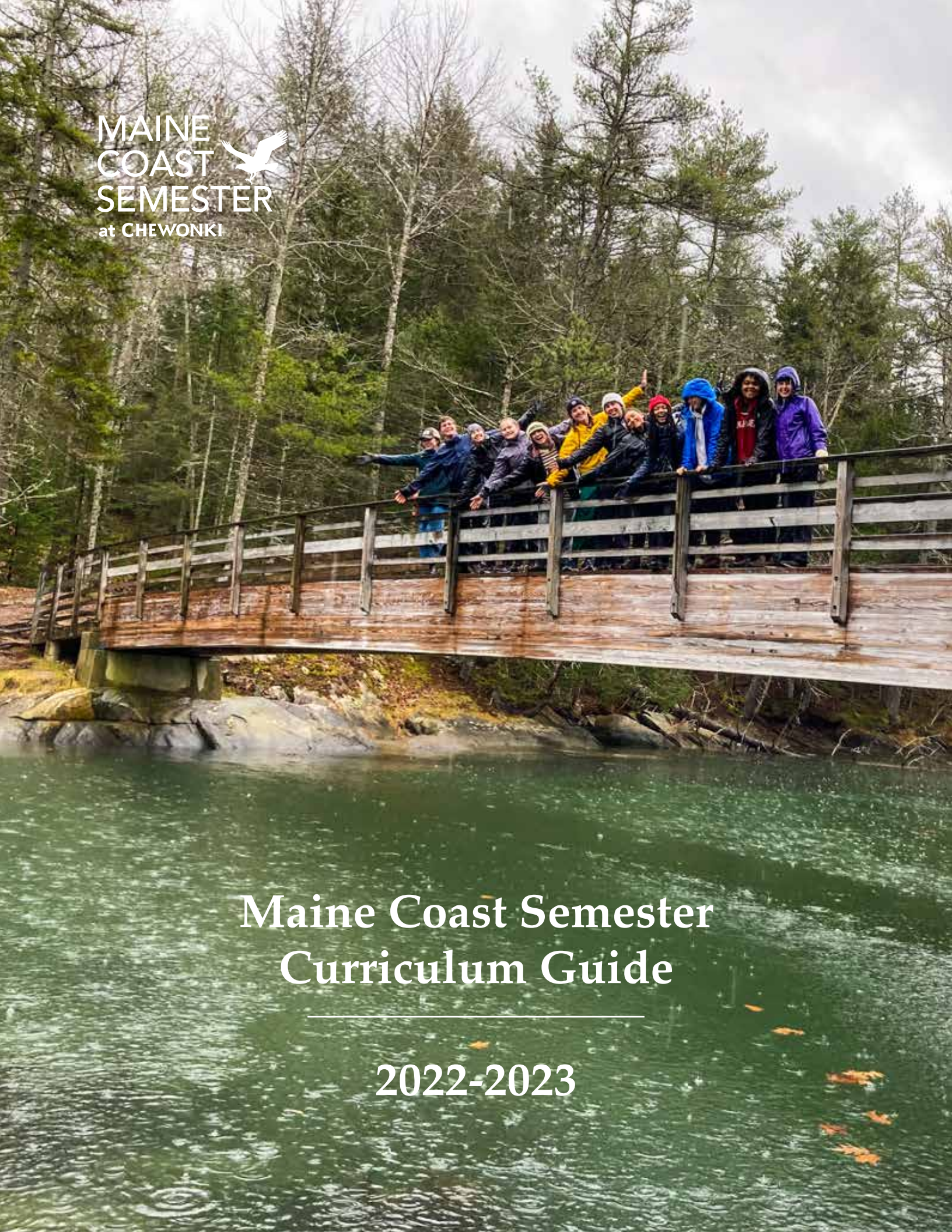


MAINE
COAST
SEMESTER
at CHEWONKI



Maine Coast Semester Curriculum Guide

2022-2023

Overview

The design of Maine Coast Semester's curriculum is guided by our mission and Goals for Graduates, which encourage students to take ownership of their education and develop a deeper awareness of their place in the natural world. Our curriculum draws from best practices in place-based and experiential education. Course content and themes directly intersect with all that we can observe in the natural world and what there is to learn from the natural and cultural history of midcoast Maine. As a result, students begin to make connections that promote critical reasoning and deeper learning, as they become increasingly independent thinkers.

Our Vision

We choose to approach rigorous academics, physical work, and everyday living with responsibility and joy. Whether engaging in a spirited classroom discussion, harvesting tomatoes for our table or planning Saturday night's activities, we live each day deliberately with an eye toward connecting the individual to a larger community. Our students leave Chewonki with strengthened ownership for their education, an awareness of their place in nature, and an understanding that they can make a positive difference in their world.



Goals for Graduates

We work to manifest our mission to inspire transformative growth, teach appreciation and stewardship of the natural world, and challenge people to build thriving, sustainable communities throughout their lives. Our Goals for Graduates were crafted using the lens of diversity, equity, inclusion, and justice, giving students the opportunity to develop empathy and awareness as they grow in the following areas.

Engaged Learning

Students learn in a holistic way and address complex issues with humility, critical thinking, and creativity.

Community Involvement

As responsible community members, students intentionally engage with a breadth of perspectives to promote social and environmental justice within and across communities.

Effective Communication

Students listen with openness and discernment, and communicate ideas with clarity, creativity, and an awareness of impact.

Sense of Place

Students build an understanding of their reciprocal relationship with the natural world through focused observation and reflection.

Sense of Self

Students explore and affirm their identities, strengths, and areas for growth, and understand how these impact the various communities of which they are a part.



Courses Offered for 2022-2023

Required Courses

Academic Classes:

Science:	Natural History and Ecology of the Maine Coast (H)
English:	Literature and the Land (H)
Human Ecology:	Maine Coast Semester Capstone (H) (½ credit) Sustainability Seminar (NC)

Co-curricular Activities:

Outdoor Education, Backcountry Expeditions, and Physical Fitness:	Physical Education Community Service and Work Program (NC)
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Sequential Courses

History / Social Science:	United States History (H) AP® United States History
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Mathematics:	Algebra II (H) Precalculus (H) AP® Calculus AB AP® Calculus BC
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World Languages:	Intermediate French (H) Advanced French (H) Intermediate Spanish (H) Advanced Spanish (H) Advanced Spanish II (H) Intermediate Chinese (H) Advanced Chinese (H) Intermediate Latin (H) Advanced Latin (H)
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Elective Courses

Science / Social Science:	Environmental Issues (H)
English / Social Science:	World Religions and the Wilderness (H)
Studio Art:	Art and the Natural World (H)



Curriculum Notes

1. All courses are taught at the honors or advanced level and are designated as such by the letters H or AP®.
2. Advanced world language courses are taught at the honors level and are designed to prepare the most advanced students for taking the Advanced Placement® exam in May.
3. All credit-bearing courses, academic as well as physical education, receive a 1-semester credit (equivalent to a half-academic year credit), with the exception of Human Ecology Capstone, which is one-half credit.
4. Every student is expected to enroll in five full-credit courses and the Maine Coast Semester Capstone in Human Ecology (½ credit). Natural History and Ecology of the Maine Coast (Science) and Literature and the Land (English) are required core courses.
5. U.S. History, Mathematics, and World Languages courses enable students to begin or complete a year-long course of study that aligns with their sending school's curriculum. In Mathematics and World Languages, significant effort is devoted to gathering course information from each student's sending school, which is used for placement decisions. Because of our small class sizes, students generally return to their sending schools with increased confidence in the subject matter.
6. Students may elect to register for one or more elective courses from the list of courses cited above.
7. All classes meet for a minimum of 200-210 minutes per week. Science meets weekly for approximately six hours, which includes a weekly field lab.

Science at Maine Coast Semester

The discipline of Natural History is embedded within much of our work and daily life at Maine Coast Semester. Our work in the classroom and on field lab is supported by our community's culture of observation, which is evidenced by the experiential nature of our outdoor skills curriculum and English students' sensory writing exercises informed by place. For those students taking Environmental Issues or Art and the Natural World electives, many of the ecosystem analysis and scientific illustration skills taught in Natural History complement the content and scope of these courses.

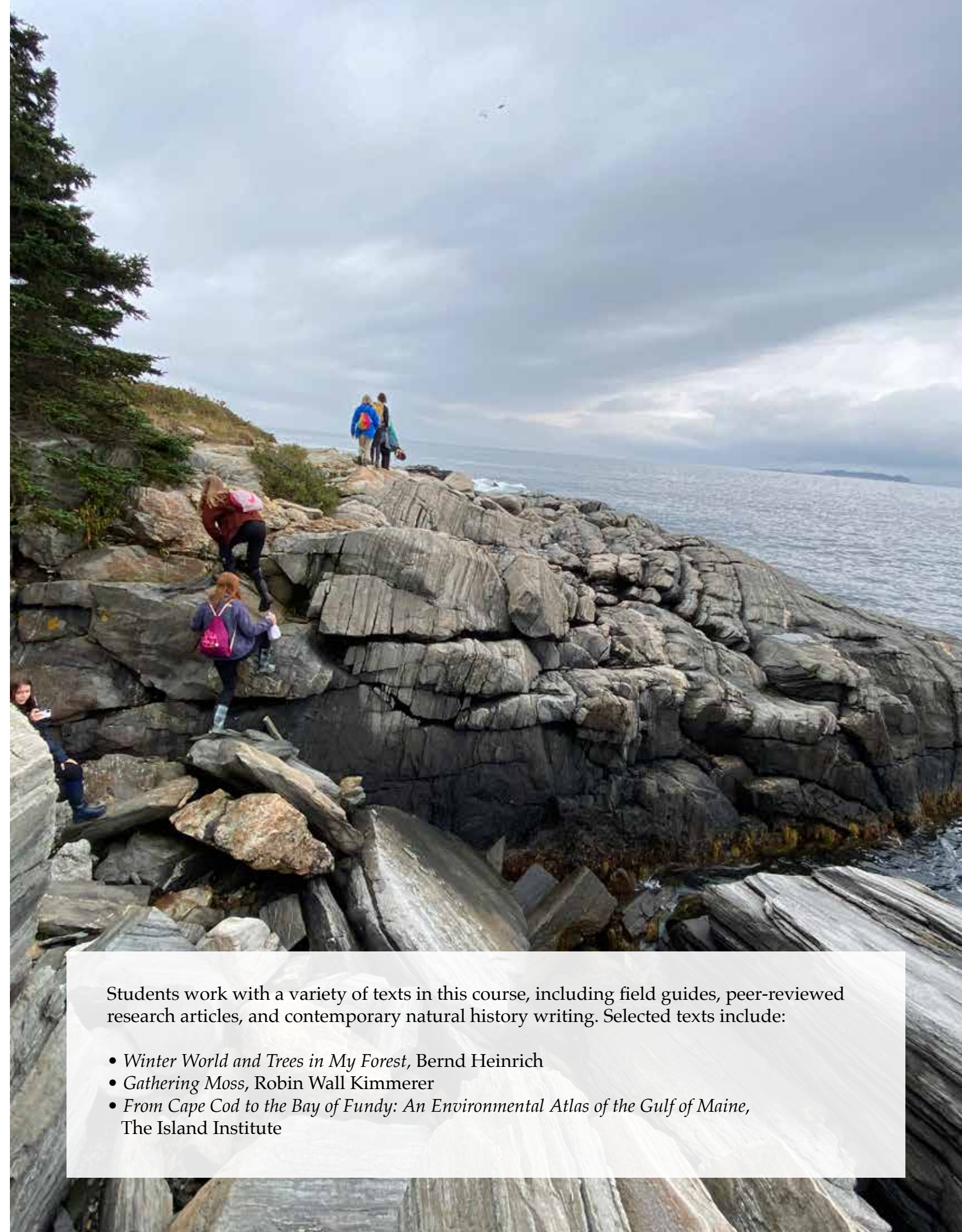
Natural History and Ecology of the Maine Coast (H)

Required, Prerequisite: None

In this hands-on, place-based science course, students learn about marine and terrestrial ecology through immersion in the varied ecosystems found on the Maine coast. Chewonki Neck is located where the rivers meet the sea, along an estuary, with proximity to rocky coasts, sandy beaches, freshwater streams, bogs, ponds, and forests. Anchored by their direct experience, students hone their powers of observation, description and asking good questions. They integrate their field experience with knowledge from texts and lectures to develop an in-depth understanding of the natural history of the Maine coast. We learn how organisms interact with the environment, integrating evolution, geology, and conservation. Students leave with skills and knowledge that enable them to start to understand natural systems they encounter elsewhere.



Students attend three class meetings per week, as well as a weekly five-hour field lab. Additionally, students record observations of the natural world at their unique phenology site along the coast. Students learn to identify a wide variety of species. They also learn how to keep a detailed field journal to document work done in the field labs as well as at their phenology site. Students have the opportunity to delve deeply into a topic of their choice, studying anything from the nesting behavior of the Canada goose to grey seal communication.



Students work with a variety of texts in this course, including field guides, peer-reviewed research articles, and contemporary natural history writing. Selected texts include:

- *Winter World and Trees in My Forest*, Bernd Heinrich
- *Gathering Moss*, Robin Wall Kimmerer
- *From Cape Cod to the Bay of Fundy: An Environmental Atlas of the Gulf of Maine*, The Island Institute

Environmental Issues (H)

Elective, Prerequisites: none (can be taken for Science or Social Science credit)

This course examines environmental issues by building an understanding of the ecological, economic, and cultural forces that emerge at the intersection of human and natural systems. The course begins by exploring the evolution of the modern environmental movement in the United States and extends to current international, national, and local environmental issues.

Environmental Issues is taught in a seminar style, integrating information from source readings, films, and lectures through analytical discussions and projects. Students are assessed based on their ability to contribute to discussions, formal writings, and presentations. The course emphasizes the importance of determining our own biases and values, forming coherent arguments, listening to other points of view, and learning to articulately and respectfully express our opinions.



Class includes content from the following units:

- The environmental movement through time: context, roots, and on-going relevance
- Environmental justice, racism, and ecofeminism
- The science of climate change: trends and figures
- Climate policy and energy
- Topics in land use changes and biodiversity loss, e.g. damming of rivers, agricultural practices, forestry, aquaculture, and pollution
- Solutions and building resilience

Texts used include selected readings from:

- *A Sand County Almanac*, Aldo Leopold (1949)
- *Tragedy of the Commons*, Garrett Hardin (1968)
- *Braiding Sweetgrass*, Robin Wall Kimmerer (2013)
- *Silent Spring*, Rachel Carson (1962)
- *All We Can Save: Truth, Courage, and Solutions For the Climate Crisis*, Ayana Elizabeth Johnson (2020)

Additional readings include selections from Majora Carter, Van Jones, Terry Tempest Williams, Elizabeth Kolbert, and others. We gather information from the current news cycle, various film and digital media, peer-reviewed journals, and occasional guest speakers or field trips.



English at Maine Coast Semester

Our English curriculum fosters active engagement with a wide variety of literature that explores the relationship between people and the natural world. More specifically, students practice the skills of reading and responding to texts that ask: What is nature? What are our obligations to the natural world, and how do those obligations inform - or conflict with - our obligations to one another? What constitutes a sense of place, and what role does this concept play in developing a sustainable relationship with the land? As we consider the way writers have viewed nature, we examine and shape our own attitudes and beliefs about the relationship between the written word and the world around us. Analytical and creative writing assignments provide opportunities both for analysis of the readings and for introspection.

Literature and the Land (H)

Required, Prerequisite: none

Writer, philosopher, and small-scale farmer Wendell Berry boldly asserts, “If you don’t know where you are, you don’t know who you are.” During our semester together, we will explore this idea of a fundamental connection between self, community, and place. To what degree are we shaped by the places we come from? How does this connection reflect differing eras and voices? Given the complex challenges our world faces, it is more essential than ever that we live in right relationship with nature, but what would such a relationship look like? Are we 21st century humans part of, or apart from, the natural world? What role can “sense of place” play in forging a just ethic with regard to our communities, both human and beyond? We will reflect, too, on personal and immediate topics: what is happening here at Chewonki, and how do our individual experiences relate to larger issues? Whether it involves harvesting potatoes at the farm, waking up under a tarp in the North Woods, or investigating each of the five points on our peninsula, daily life at Chewonki will provide context to help us examine our own relationships with the land.

It is our goal for this course that students will make progress in effective communication by writing with clarity, speaking with purpose, and listening with empathy. Students will improve critical and active reading and discussion skills through thoughtful consideration of a variety of texts. Students will have increased awareness and understanding of both a sense of place and a sense of self.

We will read from a variety of genres, although most of the readings will be from 19th, 20th, and 21st-century American authors.

Major texts include:

- *Wade in the Water*, Tracy K. Smith
- *O Pioneers!*, Willa Cather
- *Walking*, Henry David Thoreau

In addition, students will be given a course reader with selections from writers which may include Edward Abbey, Wendell Berry, Richard Blanco, Annie Dillard, Yaa Gyasi, Mohsin Hamid, Joy Harjo, N. Scott Momaday, Tommy Orange, Sarah Orne Jewett, Terry Tempest Williams, Robin Wall Kimmerer and others.



World Religions and the Wilderness* (H)

Elective, Prerequisite: none (can be taken for Social Science or English credit)

This course is an introduction to World Religions that explores the role that wilderness plays in various faith traditions and in our lives today. The course begins by investigating basic theological and religious frameworks and by exploring the concept of wilderness as a construct.

This introductory unit and its core questions guide students through the rest of the class as they investigate the role that wilderness plays in the history, sacred texts, and tenets of four of the world's major religions: Buddhism, Christianity, Islam, and Judaism. The course concludes with a culminating research project that asks students to choose an element of the natural world and investigate its symbolism across a variety of traditions, and in their own lives.

This course integrates three strands of engagement with the class material: academic, experiential, and reflective. Each unit includes scholarly readings that orient students to the structures and history of the tradition it engages, gives opportunities for students to engage in a contemplative practice on Chewonki Neck that is aligned with the unit, and provides students the opportunity to reflect on what resonates (or doesn't) with their own lives.

As these three strands (academic, experiential, and reflective) intertwine, students obtain a lens through which to understand their own and others' belief systems, a capacity to communicate comfortably and fluently about religion and spirituality, and a layered experience of the wilderness.

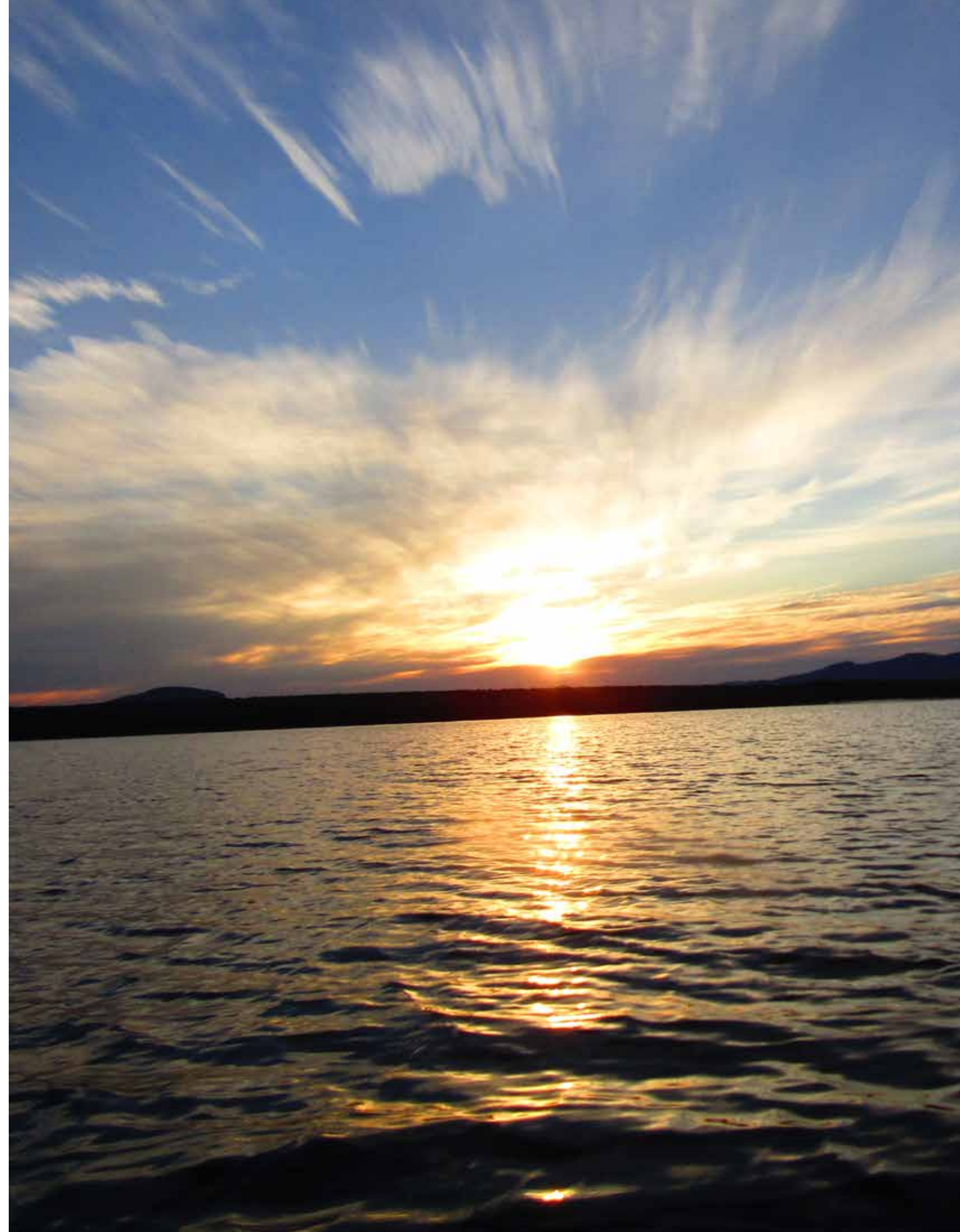
This class will be taught as a seminar with a rigorous workload. It will emphasize the analysis and reflection of readings and experiences using discussion, analytical essays, written reflections, and group projects.

Texts Include:

- *The Illustrated World's Religions*, Huston Smith
- *World Religions*, Warren Matthews
- *Siddhartha*, Hermann Hesse
- *Quest For the Living God*, Elizabeth Johnson
- *"The Trouble with Wilderness,"* William Cronon

Other central voices include: Karen Armstrong, Paul Williams, Marcus Borg, Sallie McFague, Rabbi Jamie Korngold, Donald S. Lopez Jr., and Robert Frazer.

* This course uses the word "wilderness" to refer to unknown territory that exists both inside and outside of ourselves. We work to problematize the word "wilderness" and the way it has been and is used to support and further colonialist agendas in the Americas. We include the word in the title of this course because of the central role it plays in multiple religious traditions as reference to and symbol of mystery, and place of revelation.



Human Ecology at Maine Coast Semester

Human Ecology is the study of the relationship between humans and the natural world. Students may complete an independent capstone project grounded in this discipline because we believe this area of study is a meaningful framework to explore the ways in which we as individuals and communities interact with and impact the natural world, and vice versa.

Maine Coast Semester Capstone in Human Ecology (1/2 Credit)

Required (P/NP/Pass with Honors)

All students at Maine Coast Semester take a half-credit course, the Capstone in Human Ecology. This practical, inquiry-based course supports an individual project aligned with the Maine Coast Semester mission statement and program values. Thematic support and modeling for the project are specifically provided throughout the Maine Coast Semester curriculum, guest lectures, and weekly seminars in energy, farm, and food systems. Through investigations of the Maine Coast, students develop a skill set for learning about a place deeply, and learn to apply these tools wherever they go. Students are led by our faculty through the process of designing a successful research study in their home community. By the end of the course, students will have developed a profile of their home community that identifies and describes its human and natural systems, as well as their interactions. From this profile, students will make informed suggestions of feasible projects that strive to improve some aspect of their community's relationship to the natural world. This project will culminate in students sharing their process and product with the broader community, both as means of feedback and celebrating student work.



Sustainability Seminar (NC)

Farm and Food Systems is a holistic seminar that uses our farm and food system as a means of investigating the larger implications and opportunities in making day-to-day choices about the food we eat and the farms we support through that process. We explore our farm as an ecosystem, focusing on agricultural practices related to livestock and pasture management, diversified vegetable production, and forestry management. The arc of the course includes exploration of food and farm economics, labor and social justice issues, food policy and regulation, and food ethics. The course culminates in each student writing a personal statement of belief about their relationship to food and engaging in a dialogue around how to apply what they know about food systems back in their home environments as empowered and thoughtful consumers. We read a wide variety of sources for this course, including current articles about farming and food systems and essays and articles written by farmers. Many of our course materials are resources and records generated on our farm, including economic overviews of cost versus value of different livestock and vegetable systems.

Energy Systems explores the current state of energy production, use, and efficiency in the United States and globally as we investigate technological and behavioral solutions to our most pressing challenges in sustainability. The course surveys fundamental concepts in the sustainability movement, new techniques and challenges within the conventional energy industry, and emerging technologies in renewable energy and how those are adopted by society at large and implemented on a small scale at Chewonki. We explore the energy systems and infrastructure at Chewonki as the basis for exploring both challenges and solutions in our lived environment.



History and Social Sciences at Maine Coast Semester

We believe the study of history helps students grapple with the context and developments crucial to understanding the present. The experiences of those in the past are taken as case studies to guide contemporary decision-making while acknowledging diverse viewpoints and perspectives. Above all, history offers students the chance to hone their own values and see themselves in the stories of their nation and community. Maine Coast Semester offers two history courses, Honors U.S. History and Advanced Placement® U.S. History (APUSH). While the honors course offers a closer examination of the role of coastal Maine in American history in accordance with our “place-based” pedagogy, APUSH is taught in a more traditional approach to better align with the College Board’s national frameworks and sending schools’ syllabi.

United States History (H)

Elective, Prerequisite: none

This U.S. History course examines the social, economic, political, and cultural forces that have influenced the development of the United States. Particular attention is paid to the different ways that history can be constructed and the role of perspective. Students have the chance to work with a variety of sources—both primary and secondary—while developing the critical thinking skills necessary to “connect the dots” between past and current events. Additionally, history students will steadily develop their written and oral expression, and the ability to form a persuasive argument supported by their analysis of diverse evidence.

U.S. History students can expect nightly homework. Assignments include readings, essays, Socratic seminars, and a personal journal to record responses and reactions to prompts relevant to course material. Students will also have the opportunity to connect the themes of the classroom to communities and histories of Maine and Northern New England through field trips and local case studies. While there is no textbook, previous semesters have drawn from resources like the Gilder Lehrman Foundation, the Stanford History Education Group, and Brown University’s “Choices” curriculum.

AP® United States History

Elective, Prerequisite: Students must be enrolled, or plan to enroll upon their return, in their sending schools’ AP® U.S. History (APUSH) course. All students taking this course must also be registered to sit for the College Board exam in May.

The AP® U.S. History course adheres to the criteria established by the College Board, focusing on the development of students’ understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides eight themes (American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world;

American and regional culture; and social structures) that students explore throughout the course in order to make connections among historical developments in different times and places. (Source: College Board, AP® U.S. History Description, 2019)

AP® U.S. History is taught at a fast pace, and students must be capable of self-direction in following a reading and review calendar. While some prescriptive instruction is given in reading and writing, students enrolling in this course are expected to be able to read a college-level textbook (America: A Narrative History, Brief 11th Edition, David E. Shi) and write expository essays that are structurally and grammatically correct. Students will have daily “reading checks,” participate in text-based seminars and debates, and complete unit tests that are based on published exam materials.

Environmental Issues (H)

Elective, Prerequisites: none (can be taken for Social Science or Science credit)

See course description in Science

World Religions and the Wilderness* (H)

Elective, Prerequisite: none (can be taken for Social Science or English credit)

See course description in English



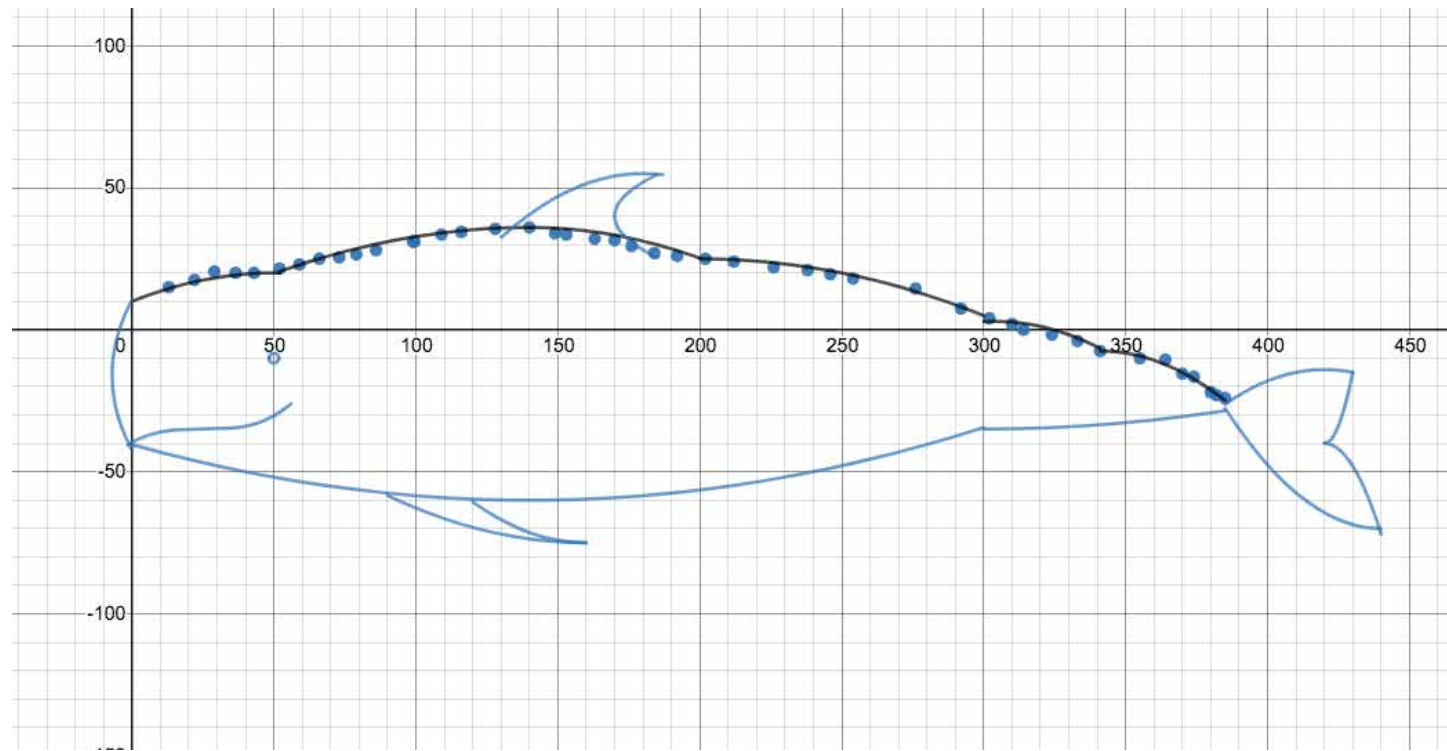
Mathematics at Maine Coast Semester

Our experience indicates that small, intimate classes and meaningful collaboration naturally lead students to discuss, present, and debate mathematics. Consistent with our teaching philosophy, students are expected to engage in serious intellectual challenge, become adept at using a variety of mathematical techniques, think critically, learn how to approach math problems individually and collaboratively, and to ask questions. In addition, we utilize real-world math applications, especially in relation to the natural world on Chewonki Neck. This approach results in strengthened problem-solving skills, a better fundamental understanding of mathematics, and important connections to our mission.

Mathematics courses are offered in Algebra II, Precalculus, AB Calculus, and BC Calculus. Typical classes include a mix of discussion, written work, board work, presentations, projects, and lectures. Our classes provide opportunities to appreciate, discuss, practice, learn, and apply math every day.

The mathematics programs of our sending schools play a large part in planning the specific topics covered in each of our classes offered. Classes are designed to prepare students to re-enter their sending school math program when they leave Maine Coast Semester.

*All classes require the use of a TI-83/84/89/Nspire calculator.



Algebra II (H)

Elective, Prerequisite: Algebra I

Algebra II is designed to strengthen and reinforce students' algebraic skills through a rigorous analysis of functions. Topics emphasized in both semesters include simplifying expressions, solving equations, and modeling functions. Students will use their graphing calculator and Desmos extensively throughout the course. Specific content covered each semester will shift depending on the curricular needs of the students enrolled.

- Typical Fall Semester topics: Introduction to functions; Simplifying expressions; Linear equations and inequalities; Factoring; Quadratic functions; Function transformations
- Typical Spring Semester topics: Function review and transformations; Polynomial Functions; Rational Functions; Exponential and Logarithmic functions; Trigonometric functions; Conics

Texts used: *Algebra and Trigonometry* by Paul Foerster and the *Chewonki Math Textbook* act as guides for this course; most classes deviate from the texts to allow more hands-on and interactive lessons.

Precalculus (H)

Elective, Prerequisite: Algebra II

The underlying goal of this course is to develop a deep and enduring understanding of a wide range of mathematical topics before entering Calculus. We hope to foster intellectual curiosity and mathematical sophistication that is inherently valuable as well as preparing students for future math courses. We do this through experiential place-based learning whenever possible. The mathematical concepts are often taught in connection with our forest, intertidal, and ocean ecosystems on and around Chewonki Neck. For example, monitoring the water level changes at our tidal waterfront allows us to explore trigonometric functions. We study vectors by canoe, determining how different current speeds influence our paddling. Sending school teachers are asked to fill out a detailed questionnaire and provide a syllabus to help inform class placement. The sections we offer are based on the content students covered prior to their arrival at Maine Coast Semester and the content they will miss while they are here.

Precalculus Class Options - Placement depends on teacher recommendation in the math placement forms. Additional topics may be included as time allows.

Fall Options:

- Functions (Transformations/Composites/Inverses); Polynomial functions; Rational Functions; Exponential & Logarithmic functions
- Functions (Transformations/Composites/Inverses); Polynomial functions; Exponential & Logarithmic functions; Trigonometric functions; Analytic Trigonometry
- Trigonometric functions; Analytic Trigonometry; Vectors

Spring Options:

- Polynomial functions; Rational Functions; Exponential & Logarithmic functions; Trigonometric functions
- Trigonometric functions; Analytic Trigonometry; Vectors; Parametrics; Polars
- Vectors; Parametrics; Polars; Intro to Calculus (Limits & Continuity; Derivatives) *designed for students planning to enroll in BC Calculus in the fall*

Texts include: *Precalculus with Limits*, 2nd Edition, Ron Larson (2011) and *Chewonki Math Textbook* 19

AP[®] Calculus AB

Elective, Prerequisite: The fall semester course is suitable for students who have completed Precalculus. The spring semester course is appropriate for students having studied differential calculus in the fall.

This course is designed to prepare students for the AP[®] Calculus AB exam in the spring but may also be taken by students enrolled in non-AP[®] Calculus at home. The course covers a traditional AP[®] curriculum, although slight modifications are made each semester to best suit the students in the class.

In the fall, the course begins with a study of limits and derivatives, and typically covers all of differential calculus and introduces integral calculus through antidifferentiation and the First Fundamental Theorem of Calculus. In the spring, the course begins with a review of antidifferentiation, and moves into an in-depth study of integration and its applications, with significant time set aside for AP[®] exam review.

Fall Semester: Limits and continuity; Derivatives; Applications of derivatives.

Spring Semester: Definite integral; Differential equations and modeling; Applications of definite integrals; AP[®] exam review.

Texts used: *Calculus for AP[®]: A Complete Course*, James Stewart and Stephen Kokoska (2019); *AP Calculus Curriculum Bundle*, Jean Adams (2022).

AP[®] Calculus BC

Elective, Prerequisite: Fall semester students should have completed either Calculus AB or an advanced Precalculus course including topics of limits, continuity, and derivatives. Spring semester students should have completed one semester of BC Calculus.

This is a fast-paced and rigorous course, designed to prepare students for the AP[®] Calculus BC exam in the spring. The class is typically small and covers a traditional AP[®] curriculum, although slight modifications are made each semester to best suit the students in the class. The course is not restricted to students taking an AP[®] level class at home.

Fall Semester: Review of derivatives and applications of derivatives; Integrals; Applications of integrals; and Advanced techniques of integration.

Spring Semester: Topics vary depending on student needs, but typically include Differential equations; Sequences and series; Derivatives and integrals of parametric, polar, and vector functions; and Polynomial approximations, as well as AP[®] Exam Review.

Texts used: *A Complete Course*, James Stewart and Stephen Kokoska (2019); *AP Calculus Curriculum Bundle*, Jean Adams (2022).



World Languages at Maine Coast Semester

World language courses are offered at intermediate and advanced levels. The world language programs of our sending schools play a large part in the planning of the curricula. Information provided by the student's sending school, as well as level of ability, helps to determine placement. Classes are designed to fully prepare students to re-enter their sending school language program when they leave Maine Coast Semester.

World language courses aim to provide quotidian, local, national and international contexts for language acquisition and application. Classes are conducted in the target language and take both a local and a global focus. Students learn vocabulary relevant to their experiences at Maine Coast Semester such as farm work or sustainable practices and use writing assignments to practice target language writing skills as they reflect on their experiences. Students learn about current events and issues from around the globe by reading articles or texts from a variety of sources and listening to current music. Due to small class sizes, the students have the opportunity to focus on speaking ability and their individual language needs.

Goals:

- To increase students' understanding of grammatical structures and their ability to apply them through the study of literature, current events, music, oral exercises and listening comprehension.
- To inspire a love of language by exposing students to global cultures and promoting further exploration.
- To create a safe environment where students gain confidence with the language through immersion.
- To inspire interest in current events and issues in the nations in which their language of study is spoken.



Intermediate French (H)

Elective, Prerequisite: French I & II

French at Maine Coast semester is place-based and focuses on North American French. Students will learn of the historical roots of French in Maine by exploring the stories of French Canadian immigrants who came to work in mill towns in New England. A field trip to the Franco-Center in Lewiston, Maine happens every semester and provides students the opportunity to communicate with native French speakers. Students of Intermediate French are required to have a foundation in many of the grammatical aspects of the language before their arrival at Maine Coast Semester. All students should be proficient in their use of: présent, imparfait, passé composé, and futur proche. For the spring semester, students should have at least an introduction to the conditional mood. Students will engage with authentic course materials to support their study and mastery of key grammatical concepts. Classroom conversation and oral presentations are used to both build confidence in the spoken language and assess the progress of students. Additionally, this course uses the natural world, our day to day lives and the unique systems of Chewonki Neck to provide context for learning and relevant application of the language. Each semester incorporates units related to life at Chewonki, the five senses and natural observation, current events and the expression of thoughts and opinions, introduction to film and/or literary analysis.

Students of Intermediate French will:

- Grow in their abilities and confidence to communicate in the target language through writing and reading.
- Hone and refine the foundations of French and use them in context.
- Build awareness and investigate themes and topics relevant to the French speaking world.
- Each semester, students engage with a variety of texts to support their learning. Short stories, songs, poetry, and news articles in French accompany students' investigation of current events and culture and provide material to build reading comprehension in the target language.

Each semester, students engage with a variety of texts to support their learning. Short stories, songs, poetry, and news articles in French accompany students' investigation of current events and culture and provide material to build reading comprehension in the target language.

Advanced French (H)

Elective, Prerequisite: Intermediate French

French at Maine Coast semester is place-based and focuses on North American French. Students will learn of the historical roots of French in Maine by exploring the stories of French Canadian immigrants who came to work in mill towns in New England. A field trip to the Franco-Center in Lewiston Maine happens every semester and provides students the opportunity to communicate with native French speakers. To be prepared for Advanced French at Maine Coast Semester, students are required to enter with a firm understanding of all verb tenses and a good grasp of most grammatical elements of the French language. Students should feel comfortable engaging in complex texts such as new articles, short stories, opinion pieces, and novels. This class is conducted entirely in target language, drawing on skills and proficiency of the students in class. Students of Advanced French will also have the opportunity to build leadership skills in the classroom, by facilitating and guiding student conversations around current events and other relevant themes. Possible units covered in this course include, but are not limited to: daily life on Chewonki Neck, food systems, and environmental issues, as well as Québec culture and history.

Advanced French (cont'd)

Students of Advanced French will:

- Build confidence and competency through daily classroom conversations and discussions around relevant texts.
- Develop critical analysis skills in the target language.
- Explore themes and topics relevant to the French-speaking world: locally and internationally.

Each semester students engage in a variety of texts from French language periodicals and editorial to poetry, short stories, songs, and other literature. Students will read the novel *Ru* by Kim Thuy.

Intermediate Spanish (H)

Elective, Prerequisite: Spanish I & II

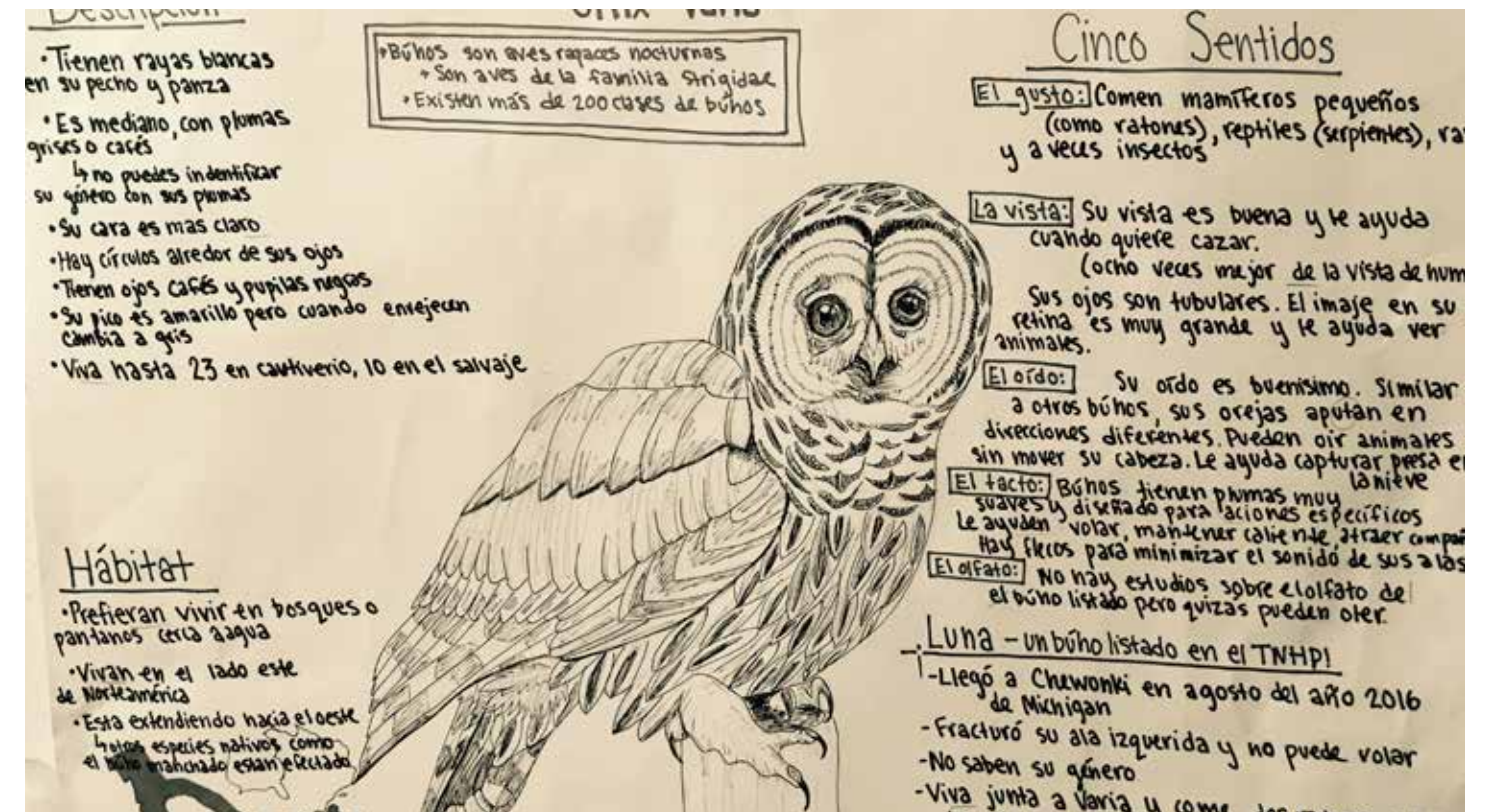
Students of Intermediate Spanish are required to have a foundation in many of the grammatical aspects of the language before their arrival at Maine Coast Semester. All students should be proficient in their use of: the present simple, imperfect and preterite past tenses, superlatives and comparatives, direct and indirect object pronouns, “gustar-like” verbs and demonstrative adjectives. For the spring semester, students should have at least an introduction to the subjunctive mood. Students will engage with authentic course materials to support their study and mastery of key grammatical concepts.

Classroom conversations, discussions, and oral presentations are used to both build confidence in the spoken language and to assess the progress of those students. Additionally, Intermediate Spanish uses the natural world, our day-to-day lives, and the unique systems and phenomena of Chewonki Neck to provide context for learning and relevant application of the language. Each semester incorporates units related to life at Chewonki, the five senses and natural observation, current events and the expression of thoughts and opinions, introduction to film and/or literary summaries and analysis.

Students of Intermediate Spanish will:

- Grow in their abilities and confidence to communicate in the target language through writing and reading.
- Hone and refine the foundations of Spanish grammar and use them in context.
- Build awareness and investigate themes and topics relevant to the Spanish-speaking world.

Each semester, students engage with a variety of texts to support their learning. Instructed writing is taught through personal essays to practice and acquire writing proficiency in Spanish. Short stories and news articles accompany students’ investigation of current events and culture and provide material to build reading comprehension in the target language. Some examples include *Cajas de cartón* by Francisco Jiménez and *El Eclipse* by Augusto Monterroso. Additionally, grammar exercises are pulled from a multitude of sources.



Advanced Spanish (H)

Elective, Prerequisite: Completion of Spanish III at sending school

To be prepared for Advanced Spanish at Maine Coast Semester, students are required to enter with a firm understanding and near mastery of the following grammatical elements: the present indicative and subjunctive, the imperfect and preterite past tenses, the use of indirect and direct object pronouns, the future tense, and the perfect tenses with an introduction to the conditional and imperfect subjunctive. Building on this knowledge, students will use authentic materials to explore themes and events relating to the Spanish-speaking world locally, nationally and internationally. Students enrolled in this advanced course will apply their Spanish to daily classroom conversations entirely in the target language. Grammar will be taught in context and incorporated in their writings, and feedback will be provided throughout their assignments. Students will also utilize the natural world and their daily lives to build unique vocabulary to Chewonki Neck. Each semester incorporates units relating to life on Chewonki Neck, current events, literary and/or film analysis, immigration in the United States and abroad, and social justice in Latin America.

Students of Advanced Spanish (H) will:

- Build confidence and competency through daily classroom conversations and discussions around relevant texts.
- Develop critical analysis skills in the target language.
- Explore themes and topics relevant to the Spanish-speaking world: locally and internationally.

Texts used: Each semester students engage in a variety of texts from Spanish language periodicals and editorial to poetry, short stories, and other literature. Some examples of text used include: *Casa Tomada* by Julio Cortazar; *La Peste del Insomnio* by Gabriel Garcia Marquez; *El Eclipse* by Augusto Monterroso; *La United Fruit Co.* by Pablo Neruda; and *Cajas de cartón* by Francisco Jiménez.

Advanced Spanish II (H)

Elective, Prerequisite: Completion of Spanish IV at sending school

Students of Advanced Spanish will arrive on campus with a thorough knowledge of most if not all the grammatical elements of the Spanish language. Students should feel comfortable engaging in complex texts such as new articles, short stories, opinion pieces, and short novels. This class is conducted entirely in the target language, drawing on the skills and proficiency of the students in class. This Advanced Spanish-II course is taught as a college-level seminar emphasizing discussion, debate, and critical analysis. Students will also have the opportunity to build leadership skills in the classroom, by facilitating and guiding student conversations around current events and other relevant themes. Possible units covered in this course include, but are not limited to: daily life on Chewonki Neck, immigration in the United States and abroad, food systems and environmental issues, social justice and social movements, as well as film and literary analysis. Students will develop their skills in the four core areas of language acquisition: reading, writing, listening, and speaking focusing on objective, persuasive and analytical language.

Students in this Advanced Spanish-II (H) course will:

- Build confidence and competency through daily classroom conversations and discussions around relevant texts.
- Develop critical analysis skills in the target language.
- Explore themes and topics relevant to the Spanish-speaking world: locally and internationally.

Texts used: Each semester students engage with a variety of texts from Spanish-language periodicals and editorials to poetry, short stories, and other literature. Some examples include: *Exodo* by Mariano García Bermúdez; *La Eclipse* by Augusto Monterroso; *La Casa de los Espíritus* by Isabel Allende and *La United Fruit Co.* by Pablo Neruda.

Chinese and Latin

Both Chinese and Latin classes make heavy use of the sending school's curriculum to ensure that language students are fully prepared to make a successful return to their studies following their time at Maine Coast Semester. Building strong teaching partnerships with Chinese and Latin teachers from our students' respective sending schools is the cornerstone of this work.

A Note on World Language Levels:

Final determination of language class levels is based on results of the student's placement test and/or the sending school language teacher's placement recommendations.



Studio Art at Maine Coast Semester

Students of all levels have the opportunity to learn habits of creative expression while mastering fundamental skills and techniques. As a result, while exploring their sense of self and sense of place, they gain an increased sense of confidence in expressing ideas visually and develop a deeper awareness of how artists work.

Art and the Natural World (H)

Elective, Prerequisite: None

Art projects are inspired by the natural world and students' connections to their environment. This may take the shape of an immersive experience suitable to the season, for example—Fall Semester students may harvest potatoes from the farm for printing while Spring Semester students may collaborate with the farm on natural dye techniques before embarking on a textile project.

Artists in this course explore a variety of media such as ceramic sculpture, printmaking, mixed-media, and sustainable art and installation, as well as creative exercises and artist studies in their sketchbook. In addition to viewing artists' work that relates to each project, local artists are invited to visit, show their work, and answer questions.

This course is inclusive of all, whether a beginner or quite advanced artist. Each student comes with a different set of skills, knowledge, and experiences in art and in life; no matter where they are, they have much to offer others in this class. While beginners develop basic skills, those with more experience are offered added challenges.



This course emphasizes the creative process, in which students learn to take risks, problem solve, explore new media in a collaborative environment, and practice elements from the eight "studio habits of mind"—develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the art world (Harvard University's Project Zero). Students are expected to complete weekly homework assignments and participate in class discussions, critiques, and presentations. When projects are finished, a written artist statement, critique, and/or presentation provide reflection and closure. Students are assessed on the quality of their art-making process and their finished artwork as it communicates their ideas, as well as effort and participation in class and with visiting artists.



Co-curricular Activities at Maine Coast Semester

Outdoor Education, Backcountry Expeditions, and Physical Fitness

All students participate in our Outdoor Living Skills program, which is woven into the curriculum in weekend programming and trips throughout the semester. Our program emphasizes leadership skills in the outdoors including: communication, decision making, minding the weather and dressing appropriately, following safety protocols, and learning about and respecting places, wildlife, and people. Specific skills taught throughout the semester include: wood processing with an axe and saw, baking over a fire, tying knots, setting up and sleeping under a tarp, and navigating with a map and compass. There are three major outdoor experiences (“peaks”) throughout the semester: Backcountry Expeditions, Outdoor Leadership Weekend, and Solos. During backcountry expeditions in the fall semester, students spend five days canoeing, backpacking, or sea kayaking, often setting up camp in a new location each night. In the spring semester, students spend four days cross-country skiing or snowshoeing and sleep in heated cabins. For Outdoor Leadership Weekend, students participate in a two-day Wilderness First Aid course taught and certified by Wilderness Medical Associates and spend two days camping on Chewonki Neck, strengthening their skill base and their comfort in the woods to prepare for Solos. The culminating peak of the Outdoor Living Skills program is the 48-hour Solo on Chewonki Neck. Solos are an opportunity for students to reflect on their personal growth throughout the semester, explore their independence and interdependence at a crucial time of identity formation, and celebrate meaningful time in the natural world.



Physical Education (P/NP)

The Physical Education component of our program is rooted in the many daily physical activities students engage in. This includes: hiking, outdoor skill building, and backcountry expeditions (involving skiing, snow-shoeing, kayaking, canoeing, and /or backpacking); weekly farm chores; daily morning chores; and chopping firewood and tending wood stoves. Students have weekly opportunities for personal training and fitness involving pick-up field games, yoga, running, and /or walking during afternoon periods each week dedicated to self care and physical activity.





Community Service and Work Program

(NC; listed on transcript by hours)

Our Work Program, daily chores, and dish crews are a cornerstone of the Maine Coast Semester educational experience – the part of our program where students do authentic daily work with their hands that has value to the community and that develop a number of skills and dispositions: showing up, developing a personal work ethic, experiencing collaboration and accountability on a team, craftsmanship, and finishing strong. Work Program takes place with adult educator guides from Maine Coast Semester faculty and across the Chewonki Foundation, often with music, satisfaction, and the connections forged in organic conversations. Completing the common, essential, and sometimes inglorious tasks of a community – independently and on teams – offers a tangible rite of passage for adolescents, compelling students from being driven by extrinsic/external motivation to intrinsic/internal motivation – doing a job well not because one is told to, but because it feels good to contribute one’s efforts to the community we call home.



Our Work Program is woven into the fabric of each day. We start each morning cleaning and taking care of our place in student-faculty teams before breakfast. A background and cyclic vitality to each day plays out in the dish room, where students and faculty take part in a weekly dish crew. On two afternoons each week – on Tuesday/Thursday and Friday for 1.5-2 hours – students join Work Program rotations doing community work that is authentic, real, and mentored by adults on Chewonki’s Farm, wood crew, facilities crew (which may include repairing, building, moving, fixing, or painting), kitchen crew, trail crew, invasive plant removal, raking leaves and shoveling snow, outdoor programs, Traveling Natural History Program maintenance, writing blogs, and weekly mop-and-clean and Friday night social planning.

Our Work Program cultivates an active, connected, community-oriented lifestyle which includes exercise, skill building, and camaraderie.

Sample Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sun	
6:55	Gather	Gather	Gather	Gather	Gather			
7:00	Chores	Chores	Chores	Chores	Chores			
7:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast (7:30)		
7:45 - 8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting (8:00)		
8:00 - 8:30	Dishcrew	Dishcrew	Dishcrew	Dishcrew	Faculty Dishcrew	Dishcrew		
8:30 - 9:15 (45)	A (45)	B	A	C	C 8:15 - 8:55	Saturday Morning Activity Outdoor Skills Wellness		
10	10	10	10	10	10			
9:25 - 10:10 (45)	B (45)	C 9:25 - 10:35 (70)	B 9:25 - 10:35 (70)	School Meeting 9:25 - 10:35 (70)	B 9:05 - 9:45			
10	10				10		Brunch	
10:20 - 11:05 (45)	C (45)	10	10	10	A 9:55 - 10:35		Dishcrew	
10	10				10			
11:15 - 11:55 (40)	D Cabin Meetings (40)	A 10:45 - 11:55 (70)	D Free Faculty Meeting 11:05 - 11:55	E 10:45 - 11:55 (70)	F 10:45 - 11:55 (70)			
12:00 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch		Lunch	
1:00 - 2:10	E (70)	Free 1:00-1:45	F	Free 1:00-1:45	G		Dishcrew	
10	10		10		20			
2:20 - 3:30	F (70)	Work Program 1:45 - 3:45	Science Field Lab 1:00 - 6:00	G	Work Program 1:45 - 3:45	Work Program 2:30 - 4:00		
10	10		10					
3:40 - 4:50	G (70)	Self Care & Physical Activity	E	Self Care & Physical Activity	Self Care & Physical Activity			
	5:00-6:00 Faculty Meeting						Dinner 5:30 - 6:00	
6:15 - 7:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dish Crew	
7:00 - 7:30	Dishcrew	Dishcrew	Dishcrew	Dishcrew	Dishcrew	Dishcrew	Cabin Clean + Inspection	
7:30 - 9:30	Study Hours	Study Hours	Study Hours	Study Hours	Evening Activity	Evening Activity	Study Hours	



MAINE
COAST
SEMESTER
at CHEWONKI



Mark Hatch
VP for Enrollment
Colorado College

“Admission Officers want high school students to take appropriate risks both in and out of the classroom. Students at Chewonki do exactly that. They leave the comforts of home and stretch themselves in marvelous ways. As applicants, they stand out for their willingness to engage deeply in intellectual and authentic ways.”